**English Medium Term Planning - Year 1 Spring Term**

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| **Text** | **Objectives** | **Genres** |
| *Grandpa’s Gift*  By Fiona Lumbers | **Spoken language:**  • Build vocabulary  • Give well-structured descriptions, explanations and narratives  • Participate in discussions, presentations, performances, role-play, improvisations and debates  **Reading comprehension:**  • Link what is read or heard to own experiences  • Retell stories and consider their particular characteristics  • Discuss word meanings, linking new meanings to those already known  • Draw on what they already know  • Discuss the significance of the title and events  • Make inferences on the basis of what is being said and done  • Predict what might happen on the basis of what has been read so far  • Participate in discussions about what has been read to them  • Explain clearly their understanding of what is read to them  **Writing composition:**  • Say out loud what is going to be written about  • Compose a sentence orally before writing it  • Sequence sentences to form short narratives  • Re-read what they have written to check that it makes sense  • Discuss what has been written with the teacher or other pupils  • Read writing aloud clearly enough to be heard by peers and the teacher  • Spell words containing phonemes already taught  • Spell common exception words | Fiction – Journey Story |
| *Beegu*  By Alexis Deacon | **Spoken language:**  • Ask relevant questions  • Build vocabulary  • Articulate and justify answers  • Use spoken language: imagining and exploring ideas  **Reading comprehension:**  • Predict what might happen on the basis of what has been read so far  • Check that the text makes sense  • Answer and ask questions  • Learn to appreciate rhymes and poems  • Recite some rhymes and poems by heart  • Participate in discussions about what is read to them  **Writing composition:**  • Say out loud what is going to be written about  • Compose a sentence orally before writing it  • Sequence sentences to form short narratives  • Re-read what they have written to check that it makes sense  • Discuss what they have written with the teacher or other pupils  • Spell words containing phonemes already taught  • Spell common exception words | Fiction – writing a story in the first person. |
| *If I had a Beak*  By The Literacy Company | **Spoken language:**  • Listen and respond  • Use spoken language: speculating, hypothesising, imagining and exploring ideas  • Participate in discussions, presentations, performances, role play, improvisations  and debates  **Reading comprehension:**  • Recognise and join in with predictable phrases  • Learn to appreciate rhymes and poems  • Discuss word meanings, linking new meanings to those already known  • Explain clearly understanding of what is read to them  **Writing composition:**  • Say out loud what is going to be written about  • Re-read what they have written to check that it makes sense  • Discuss what has been written with the teacher or other pupils | Poetry – adding to a descriptive poem using the senses. |